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ABSTRACT

Educational researchers have rarely been given training or apprenticeship experience in one of the most fundamental but neglected aspects of contemporary educational research: educational research management. The ability to muster the resources and develop effective management skills is an indispensable ingredient of modern research. Women and minorities have been especially neglected as potential research managers. The National Academy of Education, having received funding from the National Institute of Education to develop, run, and evaluate a pair of two-week workshops in educational research management, prepared a report on the results. The objectives of the workshops included the training of promising women and/or members of minority groups as researchers, and the enhancement of career development by fostering professional contacts. The workshops included lectures, discussions, and simulation exercises in the areas of research design and methodology, proposal preparation, budget creation, and project management. Other topics listed in this report include the participant selection process, the schedule and structure of the workshops, content, resource materials, and a list of the names and credentials of the workshop participants. (JN)

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NATIONAL ACADEMY OF EDUCATION
EDUCATIONAL RESEARCH MANAGEMENT WORKSHOPS

Final Report

Educational research is generally considered a scholarly activity concerned with bibliographic, quantitative, and qualitative methodological skills. Talented researchers, however, have rarely been given training or apprenticeship experience in one of the most fundamental aspects of contemporary educational research: educational research management. This is unfortunate because the ability to create the conditions, muster the resources, and develop the effective management skills for conducting successful research activities is an indispensable ingredient of the modern research enterprise.

Women and minorities have been especially neglected as potential research managers. A 1977 study commissioned by the College and University Personnel Association revealed that white women held only 14% and minority women under 2% of all key administrative positions in the universities studied, and minority men held only 5% of these positions. Upward movement to senior academic positions, higher pay, and administrative positions has traditionally been slower for women and minorities. Even for women and minority faculty who are active researchers there exists a significant gap between their accomplishments and the visible rewards they receive. Women are generally paid less than men at every rank, they tend to cluster in the lower ranks, they are the mentors for fewer research students on a per capita basis, and they receive fewer grant dollars and fewer national achievement awards.

In spite of this doleful situation, the field of education continues to be of major interest to growing numbers of women and minority doctoral recipients. Current non-white post-graduate students in the U.S. seem to be interested in the field of education and, to a greater degree than their white counterparts, are looking forward to employment within educational institutions. A substantial number of these will find that their future career success is linked to successful research capabilities. One of the most sought-after capabilities will be in the presently understaffed, and inadequately staffed, field of research management.

With these facts in mind, the National Academy of Education was gratified to receive funding from the National Institute of Education under the Experimental Program for Opportunities in Advanced Study and Research in Education to develop, run, and evaluate two 2-week workshops in advanced educational research management.

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The objectives of the National Academy of Education's Educational Research Management Workshops were threefold:

- 1) to train a significant number of promising young educational researchers who were women and/or members or minority groups in the skills of educational research management;
- 2) to foster networks of professional contacts for these promising young researchers to enhance their career progress and development; and,
- 3) to achieve these goals through carefully identified and organized workshop materials and exercises, experienced workshop instruction; NAEd member participation in workshop activities; workshop participant contributions to workshop design and review; and staff follow-up with former workshop participants.

It was anticipated that the researchers who participated in the NAEd workshops would continue in their fields--whether at universities, colleges, or not-for-profit think tanks. With the skills developed and insights gained from expert instructors and simulation techniques within the workshops, all participants would develop added confidence and specific resources for advancement in their fields. The workshops would provide participants with technical assistance in educational research management problems and with personal references and contacts useful to their career development after returning to their permanent assignments.

A Review Board was formed to monitor the project. Headed by the project director, John A. May, the Board consisted of Stephen K. Bailey, President of the National Academy of Education and Professor of Education and Social Policy, Harvard University; Gwendolyn Baker, Chief, Minorities and Women's Program, National Institute of Education; John B. Carroll, Vice President of the National Academy of Education and head of the psychometric lab at the University of North Carolina at Chapel Hill; Carol Frances, Director of the Economics and Finance Unit, American Council on Education; J. W. Getzels, Academy member and Professor of Education, University of Chicago; Donald G. Herzberg, Dean of Education, Georgetown University; and Richard L. James, Dean of Education, University of the District of Columbia.

The initial meeting of the Review Board proved to be very helpful in designing the program announcement (copy enclosed) and in suggesting segments of the population (both specific institutions and organizations) which should be notified of the

availability of the program. By the close of the competition, the Academy had circulated close to 3,000 announcements, and the program had been written up in numerous association newsletters and other publications. As a result of this wide dissemination of information about the project, the Academy received over 400 completed application forms from 44 states, Puerto Rico, and Guam. From these 400 applications, the Review Board selected 40 participants (20 for each workshop) and several alternates for each workshop. The main criteria used in the selection process were as follows:

- 1) Background and Training: Ph.D. or Doctorate in education or a related field;
- 2) Publications and Research: Evidence of research interest and capability; i.e., published dissertation, monographs, journal articles, books, etc.;
- 3) Desire to Work in Education Research Field in the Future: Prior work and written statement from the applicant indicating desire to continue or to grow in the educational research field;
- 4) Prospects for Using the Workshop Experience: Evidence that the candidate will be able to use skills gained to overcome racial, sexual, institutional, or other barriers in future professional growth in educational research management positions;
- 5) Willingness to Participate in Ongoing Evaluation of the Project's Effect on the Participant's Career Path.

Twelve women and eight men were selected for the first workshop (June 1979) and thirteen women and 7 men were selected for the second workshop (August 1979). Their names, affiliations, and fields of interest are noted on the attached lists of workshop participants.

The topics covered by the workshops were approached from the standpoint of the research manager--what he or she needed to know in order to administrate effectively large or small educational research projects. The workshops included lectures, discussions, and simulation exercises in the areas of research conceptualization and design, research methodology, proposal preparation, budget creation and presentation, contract negotiation, project management from the initial stages through close-down, tracking job progress and job costs (both separately and in relation to each other), human relations problems, computer utilization, report writing/editing/printing/dissemination, and project closing and subsequent audits. Three-ring binders were designed for the workshop to be used as both a classroom workbook and an ongoing reference book for management strategies and approaches. Perhaps even more

important than the actual information received was the opportunity for the participants to make and/or solidify contacts with professional managers, Academy members, and their own peers. Because both the improvement in the quality of educational research through more effective management and the development of young educational research talent contribute to the Academy's stated goals, several NAEd members committed themselves to become personally involved in the management training of the participants. During each workshop several prominent members lectured, reminisced, and socialized with the participants. Academy members who attended portions of the workshops were Stephen K. Bailey, John B. Carroll, J. W. Getzels, Ralph Tyler, Frank Chase, Jeanne Chall, Burton Clark, and Wilbert McKeachie.

The workshop sessions were held and the participants were housed at Georgetown University. Trips were taken as a group to the Foundation Center, the Institute for Educational Leadership, the National Institute of Education, and the Center for the Social Organization of Schools (Johns Hopkins University in Baltimore). The complete schedules for both workshops, including the names of instructors, are attached.

The participants of both workshops were asked to complete extensive evaluation forms at the end of the workshop. Some of their comments are outlined below.

Level of Experience and Location of Participants

	<u>Workshop I</u>	<u>Workshop II</u>
Local school districts	15%	10%
Independent research centers	15%	10%
University professors with no experience in project management	40%	20%
University professors with experience in project management	30%	60%

Participant Selection Process

Both groups felt that the opportunity to learn project management skills was the most attractive aspect of the project. Other benefits of the project, ranked in the same order of importance by both groups, were 1) the opportunity to meet and become involved with Academy members; 2) the opportunity to meet and become involved with other women and minority educational researchers; and, 3) the opportunity to spend two weeks in Washington, D.C. to investigate

funding sources. Most of the participants found the program announcement and application form to be adequate, but several expressed concern that in the future an announcement should be more specific about the level at which topics would be presented. A majority of participants of both groups felt that while applicants should be required to submit a statement describing how they would disseminate knowledge acquired in the workshops, that statement should not be a definite criterion for selection. The groups were almost equally divided on whether the applicant's institution should be required to submit a statement of its support for future efforts of the applicant to utilize the information gained at the workshop.

Schedule and Structure

While an overwhelming majority of both groups felt that two weeks was too long a period for workshops of this type, 62% of the people in Workshop I and 50% of those in Workshop II felt that one week would be too short and that 10 days would be the ideal. It was universally agreed that 20 participants seemed the proper, most workable size for such a group in order to encourage, without inhibiting, the enthusiastic exchange of ideas and experience. Over 75% of all participants felt that having the group composed mostly of women and minority group members was a very positive aspect of the program.

Content

While a majority of all participants rated the content of the sessions as "very worthwhile", they did have some constructive criticisms. Many felt that the simulation exercises should have been more frequent and better integrated into the sessions. The sessions on project conceptualization by Stephen Bailey and Bruce Hare, the discussions with Academy members, and the discussion with Rose Hayden on women in management were noted as particular highlights. The five sessions by Desmond Cook received mixed ratings: he was ranked as highly qualified, but not particularly sensitive to the various needs of this type of group.

Resource Materials

All of the participants found the notebook of materials from the Grantsmanship Center and other sources, the library assembled by Academy staff, and the book by Desmond Cook to be extremely useful, both as a short-term information center and a long-term reference. Several individuals commented that these were exactly the type of materials that should be included in a project of this type.

General Comments

While the following topics were covered in the workshop sessions, many participants felt they were so crucial that they deserved more emphasis: tracking of costs throughout the project (project monitoring), report writing, contract negotiation, and the politics of research and grantsmanship.

Both groups were very interested in continuing their relationship with the Academy; over 65% expressed interest in attending an Academy meeting. As much as 88% felt that more emphasis should have been placed on access to the "Old Boy Network" in their fields.

Over 75% stated that they would have liked to have had more access to Washington organizations and federal agencies such as HEW, FIPSE, NSF, NIH, and various foundations.

All of the participants felt that simply meeting each other was extremely valuable and the majority planned to keep in touch with each other very actively.

The final meeting of the project's Review Board was held on October 12, 1979. In addition to the members listed above, three workshop participants were invited to attend (a fourth was unable to be present due to illness): Lascelles Anderson of Harvard University; Geneva Gay of Purdue University, and Claire Weinstein of the University of Texas at Austin. The purpose of the meeting was to discuss what took place at the two workshops conducted over the summer, to examine ways in which the format might be improved, and to establish some basic guidelines for both participant selection and workshop curriculum for any future workshops. The main suggestions for changes in any future workshops made by the workshop participants themselves were as follows:

- 1) There should be more women and minority lecturers and presenters.
- 2) There should be more opportunity for general discussion on the special problems of women and minorities in management.
- 3) More emphasis should be placed on different management styles and how to work with/around them.
- 4) More specific case studies should be used to emphasize and outline the principles discussed.
- 5) An open seminar should be held on the real barriers to research and research management for minorities and women and how those barriers can be overcome.
- 6) Dr. Baker, NIE's project officer for the workshops, should have been included in more of the sessions as a mentor-model.

- 7) Desmond Cook should have dealt with the generic principles of management, and his sessions should have been followed by a humanistically-oriented panel discussion concerned with how to incorporate these principles into actual on-the-job experience.
- 8) Planners of future workshops should include more representation from small and traditionally-black colleges, both as presenters and participants.
- 9) More intense discussion of the political nature of research management would be helpful to women and minorities who have not had as much opportunity as others to experience the ramifications of political decisions which control projects.
- 10) The participants agreed that while a mix of experience was stimulating for most of the sessions, there should be several sessions during which the group could separate into double or triple level discussions in order not to hamper the progress of discussion for the entire group (political and policy-oriented topics, especially).
- 11) All of the participants agreed that the Academy should definitely follow-up on the impact of the workshops on each participant, even if the Academy was still uncertain about what to do with the data once it was collected. It was suggested that an annual written survey (or telephone survey) over the next three to five years would provide sufficient information about the impact of the workshops on the participants' careers.

In order to encourage further mentor relationships with Academy members, all of the workshop participants were invited to attend the October meeting of the Academy's membership, and will be invited to attend every meeting in the future. Approximately eight participants took advantage of the opportunity to attend the October 1979 meeting in Cambridge, Massachusetts. The Academy found it a privilege and pleasure to work with these young researchers, and looks forward to a long association with them and others who might be identified for future workshops.

Workshop Participants
Educational Research Management
Workshop I

Name	Present Position & Affiliation	Field of Interest	Doctoral-granting Institution
Malora Washington	Assistant Professor, UNC, Chapel Hill	Educ. Psych.	Indiana Univ.
William James	Project Director, Educational Assessment Center, Univ. of WA	Educ. Psych.	UMASS
Irvin Townsel	Research Specialist, Council of the Great City Schools, D.C.	Educ. Admin.	Atlanta Univ.
Melores Aldridge	Assoc. Prof. of Sociol., Emory Univ.	Black Stud., Sociology	Purdue
Arthur Boone	Asst. Dean of Educ, UDC	Inst. Dev.	Michigan State
Maria Brisk	Assoc. Prof, School of Educ., Boston Univ.	Bilingual Ed., Linguistics	Univ. of NH
Jose Cuellar	Visiting Ass't. Prof., UCAL, Santa Barbara	Chicano Stud.	UCLA
Rita Dunn	Professor, St. John's Univ.	Curr. & Teaching, Ed. Admin.	NYU
Robert Fitch	Professor, Univ. of IA	Social Stud., Educ., Communic.	Univ. of Iowa
Shirley Griggs	Chair, Dept. of Counselor Ed., St. John's Univ.	Counselor Educ.	Columbia
Rose Hesse	Planning Specialist, Eugene School Dist., OR	Ed. Admin, Spec. Ed.	Univ. of OR, Eugene
Elaine Hollander	Prof., Sch. of Ed., UDC	Special Ed.	American Univ.
William King	Assoc. Prof., Univ. of CO	Black Studies	Syracuse Univ.
Maria Llabre	Ass't Prof., Univ. of Miami	Ed. Research & Eval., Statistics	Univ. of Florida
Dianna Lee Newman	Evaluator - Research, Ed. Serv. Unit #18, Lincoln, Nebraska	Ed. Psych. & Measurement	Univ. of NE, Lincoln

Workshop Participants
 Workshop 1
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	Present Position and Affiliation	Field of Interest	Doctoral-granting Institution
Net Rose	Program Evaluator, Charleston Cty. Sch. Dist. South Carolina	School Psych.	Univ. of SC
Vella Ross	Res. Specialist, Proj. Dir., Nat'l Ctr. for Res. in Vocational Ed.	Business ed., Vocational Ed.	Ohio State
rgus Streets	Professor, Portland State, Graduate Program	Urban Studies	UCAL, Berkeley
aire Weinstein	Ass't Prof., Univ. of TX, Austin	Ed. Psych.	Univ. of TX

Workshop Participants
National Academy of Education
Educational Research Management
Workshop II

Name	Present Position and Affiliation	Field of Interest	Doctoral-granting Institution
Lascelles Anderson	Assoc. Prof. & Res. Assoc., Harvard Grad. Sch of Ed.	Ed. Policy	New Sth. for Social Research
Beverly Dupre ¹	Head, Dept. of Elem. & Sec. Ed., Southern Univ. in New Orleans (on leave); Spec. Ass't. to the Pres. for Minority Relations, Loyola Univ., New Orleans	Ed. Admin.	Univ. of Southern MS
April Ferguson	Ass't Prof., Western Mich.	Social Sciences, Psych.	Univ. of IL, Champaign
Geneva Gay	Assoc. Prof., Purdue	Curriculum Dev.	Univ. of TX, Austin
Vicki Hanson	Postdoctoral Fellow, Language Lab, Salk Inst., San Diego	Psych.: speech, linguistics	Univ. of Ore., Eugene
Anita Hughes	Prof., Dept. Chair, UDC	Ed. Res. Admin.	Indiana Univ.
Barbara Hutson	Assoc. Prof., Kent State	Reading, Elem. Ed.	Univ. of FL
Young Kim	Univ. Prof., Governors State Univ., IL, College of Human Learning & Dev.	Communication	Northwestern
Chen-Lin Kulik	Ass't. Res. Scientist, Univ. of Michigan, Ctr. for Res. on Learning & Teaching	Science Ed. Res., Res. Methodology, Statistical Methods	Berkeley
Mary Jo Lynch	Dir., Office for Research, American Library Assoc., Chicago	Library Service, Library Science	Rutgers
Rodolfo Martinez	Assoc. Prof., Wayne State, Detroit	Bilingual Ed., Chicano Studies	Univ. of Utah
Nan McGehee	Assoc. Prof. & Assoc. Chancellor, Univ. of IL, Chicago Circle	Ed. Admin., Psych.	Northwestern
Leo Pickett	Assoc. Prof., UDC	Library Sci., Ed. Media, Ed. Admin.	Wayne State, Detroit

National Academy of Education
 Educational Research Management
 Workshop Participants
 Workshop II
 Page 2

Name	Present Position and Affiliation	Field of Interest	Doctoral-granting Institution
Rodolfo Rodríguez	Ass't Prof., Texas Woman's Univ., Dir., ESEA Title VII Programs	Bilingual Ed.	Univ. of NM
Victor Rodriguez	Member, Tech. Assistance Unit., Southwest Reg. Lab, Los Alamitos, CA	Bilingual Ed.	USC
Mark Siegel	Assoc. Prof., UDC	Library Science and Instructional Systems Technology	Catholic University
Gerald Teague	Dir., Bur. of Ed. Res., Univ. of MD	Ed. Admin.	Univ. of MD
Jane Van Dyk	Dir. of Institutional Res. & Coordinator of Title III, Eastern Montana College, Billings, MT	Ed. Admin.	Univ. of Wisc-Madison
Alma Vasquez	Res. Assoc., Univ. of Wisc. Systemwide Ctr. for the Study of Minorities & the Disadvantaged	Urban Ed., Research Admin.	Univ. of Wisc-Milwaukee
Donna Young	Ass't to the Dir. of the Bur. of Ed. Res. & Service, Univ. of Tenn., Knoxville	Res. Admin., Commun. Colleges	Univ. of Tennessee

Session	Day, Time, & Place	Topic	Instructors, Panelists, Speakers, Staff
-	Sunday Evening, New South Hall 6/10, 7/29	Opening reception: Welcome, Orientation	Stephen K. Bailey, President, National Academy of Education; Patricia A. Graham, Director, National Institute of Education; Gwendolyn C. Baker, Chief, Minorities & Women's Program, NIE
1	Monday Morning, Walsh Hall 6/11, 7/30	Introduction to Course; Overview of Research Management; Project Conceptualization and Research Methodologies	Stephen Bailey, Harvard University
2	Monday Afternoon, Walsh Hall	Project Conceptualization (continued)	Same
3	Tuesday Morning, Walsh Hall 6/12, 7/31	Problem Finding and the Research Enterprise	J.W. Getzels, University of Chicago
4	Tuesday Afternoon, Walsh Hall; Foundation Center, 1001 Conn. Ave	Funding Sources, Proposal Writing, Budget Preparation Visit to The Foundation Center Reception at the Institute for Educational Leadership (George Washington Univ.)	Neil Edin, Grants & Contracts Administrator, American Council on Education Foundation Center Staff Beth Johns, Associate Director, IEL, and staff
-	Wednesday Morn., 6/13, 8/1	NO SCHEDULED ACTIVITIES	
5	Wed. Afternoon, Walsh Hall	Putting Project Proposal Together; Technical Plan; Management Plan; Budget Legalities of Federal Grants and Contracts; Grant Award Process, Contract Negotiation	Neil Cullen, Director of Administration, The Brookings Institution Richard Werksman, Chief, Administrative Policy, NIE; Gwen Baker, NIE; Carl Lang, V.P. for Administration and Research, George Washington University

Educational Research Management Workshops (I)

Master Schedule, cont'd

Session	Day, Time, & Place	Topic	Instructors, Panelists, Speakers, Staff
6	Thursday Morning, Walsh Hall 6/14, 8/2	Functions of Management; Project Definition; Develop- ing Project Work Flow	Desmond Cook, Ohio State Univ.
7	Thurs. Afternoon, Walsh Hall	Time Estimation Procedure, Scheduling, Resource Allocation	Same
8	Friday Morning, Walsh Hall 6/15, 8/3	Cost Planning, Project Build-up	Desmond Cook
9	Fri. Afternoon, Walsh Hall	Project Control-Reporting Techniques, Operational Prob- lem Solving, Current Research on Project Management	Same
-	Saturday Morning, 11 Dupont Circle 6/16, 8/4 10 a.m. - 12 p.m.	Panel Discussion on the Future of Educational Research with Academy members	Kenneth Clark, Clark, Phipps, Clark & Harris; Ralph Tyler, Science Research Associates; Frank Chase, Council of the Great City Schools
-	Sat. Afternoon, 11 Dupont Circle 1:00 - 3:00 p.m.	Workshop participants dis- cussion with Academy members about own work, research area, research management problems	Same
-	Sat. Evening	Social Excursion: Wolf Trap Farm Park for the Performing Arts: Concert of the Philadelphia Orchestra	Same
-	Sunday Morning, 6/17, 8/5	NO SCHEDULED ACTIVITIES	
-	Sun. Afternoon/ Evening 2:00-10:00 p.m.	Trip to Baltimore: visit the Center for the Social Organiza- tion of Schools, Johns Hopkins University (NIE-funded R&D Ctr.); Dinner at Chiapparelli's, Little Italy by the Harbor	Same as Saturday

AEd
Educational Research Management Workshops (I)
Master Schedule cont'd

Session	Day, Time, & Place	Topic	Instructors, Panelists, Speakers, Staff
-	Monday Morning, 6/18, 8/6	NO SCHEDULED ACTIVITIES	
10	Mon. Afternoon, NIE, Room 823 6/18, 8/6 1:30-5:00 p.m.	Special Topic Reception at the National Institute of Education and Discussion of NIE activities	Dr. Gwen Baker and NIE staff
11	Tuesday Morning, Walsh Hall 6/19, 8/7	Report Writing, Editorial Skills, Peer Review Acropolis Books Ltd.: presen- tation and plant tour	John Carroll, University of North Carolina-Chapel Hill Al Hackl, President
12	Tues. Afternoon, Walsh Hall	Functions of a Program Monitor; Project Control, Modification, and Evalua- tion Techniques and Pro- cedures	Sarita Schotta, Frank Alejandro, NIE Program Monitors
13	Wednesday Morning, Walsh Hall 6/20, 8/8	Copyright Policy of Federal Grants and Contracts; Project Close-out	Morton Bachrach, Copyright Officer, NIE Neil Edin, ACE
14	Wed. Afternoon, Walsh Hall	Continuation of Close-out session; Preparation for Simulation Exercise	Neil Edin Dennis Gallagher, Consultant
15	Thurs-Sat Morning Walsh Hall 6/21 through 6/23 8/9 through 8/11	Simulation Exercise on Project Management	Dennis Gallagher and Staff
16	Sat. Afternoon/ Evening 6/23, 8/11	Evaluation Period Final Dinner	Speaker TBA

National Academy of Education
Educational Research Management Workshop **II**
Master Schedule

Session	Day, Time, & Place	Topic	Instructors, Panelists, Speakers, Staff
-	Sunday, 7/29, 6:30 p.m. New South Hall: Faculty Dining Room	Opening reception: Welcome, Orientation	Stephen K. Bailey, President, National Academy of Education; Gladys Keith Hardy, Deputy Director, National Institute of Education; Gwendolyn C. Baker, Chief, Minorities and Women's Program, NIE
1	Monday, 7/30, 9:00 a.m. Walsh Hall (Room 487)	Introduction to Course; Overview of Research Management	Stephen K. Bailey, Harvard University
2	1:30 p.m. Walsh Hall	Project Conceptualization and Project Funding Sources; Hands-on Exercise	same Small Groups
3	Tuesday, 7/31, 9:00 p.m. Walsh Hall	Project Conceptualization	Bruce Hare, Center for Social Organization of Schools, Johns Hopkins University
4	1:30 p.m. Walsh Hall	Politics of Research	Rafael Valdivieso, Aspira of America, Inc.
	3:30 p.m. Foundation Center, 1001 Connecticut Avenue, N.W.	Visit to the Foundation Center	Margot Brinkley, Director, Foundation Center, Washington Office and Library
	Wednesday, 8/1, Morning	NO SCHEDULED ACTIVITIES	
5	1:30 p.m. Walsh Hall	Functions of Management; Project Definition; Developing Project Work Flow; Hands-on Exercise	Desmond Cook, Ohio State University
6	Thursday, 8/2, 8:45 a.m. Walsh Hall	Time Estimation Procedure; Scheduling; Hands-on Exercise	Desmond Cook
	(See next page for afternoon session)		

National Academy of Education
Educational Research Management Workshop (II)
Master Schedule continued

Session	Day, Time, & Place	Topic	Instructors, Panelists, Speakers, Staff
7	Thursday, 8/2, 1:30 p.m. Walsh Hall	Resource Allocation; Cost Planning; Budget Preparation; Hands-on Exercise	Desmond Cook
8	Friday, 8/3, 8:45 a.m. Walsh Hall	Project Build-up, Pro- ject Control-Reporting Techniques; Hands-on Exercise	Desmond Cook
9	1:30 p.m. Walsh Hall	Operational Problem Solving; Current Research on Project Management; Hands-on Exercise	same
-	Saturday, 8/4, 9:30 a.m.-2:30 p.m., 11 Dupont Circle, Room 304	Discussion on the Future of Educational Research with Academy Members	Jeanne Chall, Harvard University; Burton Clark, Yale University Wilbert McKeachie, Center for Research on Learning and Teaching, University of Michigan; Ralph Tyler, Science Research Associates
-	6:00 p.m. Vienna, Va.	Concert of the National Symphony Orchestra, con- ducted by Aaron Copland at Wolf Trap Farm Park for the Performing Arts	same
-	Sunday, 8/5	NO SCHEDULED ACTIVITIES	
-	Monday, 8/6, Morning	NO SCHEDULED ACTIVITIES	
10	1:00 p.m. 1200 19th St. Rm. 823	Reception at the National Institute of Education and Discussion of NIE Activities	Gwendolyn Baker and other NIE Staff
11	Tuesday, 8/7, 8:45 a.m. Walsh Hall	Report Writing and Editing Book and Report Publishing	John Carroll, NAEd member, University of North Carolina--Chapel Hill Barbara Sites, Acropolis Books, Ltd.

(See next page
for afternoon session)

National Academy of Education
Educational Research Management Workshop (I)
Master Schedule continued

Session	Day, Time, & Place	Topic	Instructors, Fanelists, Speakers, Staff
12	Tuesday, 8/7, 1:30 p.m. Walsh Hall	Copyright Policy of Federal Grants and Contracts Project Close-out; Hands-on Exercise	Morton Bachrach, Copyright Officer, NIE Neil Edin, Grants and Contracts Administrator, American Council on Education
13	7:00 p.m. Darnall Formal Lounge, Darnall Hall	Evening Reception and Discussion on Funding Strategies and Management Techniques	Rose L. Hayden, Deputy Director for the Latin American Region, The Peace Corps
14	Wednesday, 8/8, 8:45 a.m.- 5:00 p.m. Walsh Hall	Total Project Simulation: Conceiving idea, locating funding source, writing proposal, developing technical and management plans, foreseeing problems, preparing close-out check list	Small Groups
-	Thursday, 8/9	NO SCHEDULED ACTIVITIES	
-	Friday, 8/10, Morning	NO SCHEDULED ACTIVITIES	
15	2:30 - 5:00 p.m. Walsh Hall	Wrap-up; Final Evaluation	Staff
-	6:30 p.m. Old Town Alexandria	Final Dinner: George Washington's Old Club	Staff